

Workstream 1B.2: Service impact on VI learner outcomes

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**Learner outcomes framework for VI children and young people**

A framework for support for young people with vision impairment  
provided by a VI education service

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## Preface



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## 1. Acknowledgements

This document was produced as part of the NatSIP Learner Outcomes Project to co-produce with children and young people with vision impairment (CYP with VI), a set of resources for teachers to use when consulting with children and young people about the outcomes that are important to them.

Quotes from young people are taken from discussions with young people with VI as part of the co-production aspect of the project, and from reports from the Birmingham University Longitudinal Transitions Research Project.<sup>1</sup>

The resources were developed by practitioners, researchers and consultants from RNIB, University of Birmingham, Brent sensory service and Positive Eye.

## 2. Introduction

The outcomes listed here provide a framework for specialist provision for children and young people with VI based on the core and additional curriculum. The framework takes into account both short to medium term outcomes that are specific to the individual child or young person, and also longer term outcomes that aim to prepare the CYP for independent adulthood.

The 'why' element of this document is based upon research and consultation with CYP with VI about their experiences of specialist support at school and what support they consider to have been important/would like to have received to enable them to succeed in education and other settings following transition from school.

While some of the content around 'how' support is provided may vary between VI services, we would expect services to keep to the underlying philosophy, which is to actively engage children and young people in agreeing their outcomes, and to help them to develop a range of independent learning and everyday living skills in line with the core and additional curriculum.

## 3. How the framework is organised

The framework is organised around eight outcome categories, which map onto the UK 'core and additional curriculum' (Douglas *et al*, 2009; McLinden and Douglas, 2013; Douglas and Hewett, 2014) and the US 'expanded core curriculum' (Sapp and Hatlen, 2010) for children and young people with vision impairment. These eight categories cover the skills that CYP need to enable them to take part in lessons as independent learners, carry out everyday activities and get around by themselves, and to feel fully included.

The eight learner outcome categories are:

1. Learning to access: providing the CYP with the skills to access information independently.
2. Use of equipment: able to use a range of equipment efficiently and to choose which equipment to use and when to use it.
3. Independence and negotiation skills: the CYP is able to explain their VI to others, to self-advocate, and to know how to find solutions when things don't go according to plan.

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<sup>1</sup> <http://www.birmingham.ac.uk/research/activity/education/projects/transitions-study.aspx>

4. Participation: able to take part in all aspects of school life and to feel socially and emotionally included.
5. Meeting others: given opportunities to meet with other CYP with VI, to experience a range of recreational and leisure activities and has the skills to participate in the activities that interest them.
6. Getting around: has independent mobility skills that are appropriate to the child's age.
7. Looking after him/herself: has the skills to look after him/herself and to carry out everyday living activities that are appropriate to his/her age.
8. Life after school: approaches transition knowing what support is available to enable the YP to succeed at college/university or in getting a job, and how to access this support.

## **4. The Framework**

### **4.1 Framework Category 1: Learning to Access**

#### **4.1.1 Description of Category 1: Learning to Access**

- Good sensory efficiency skills (able to use what vision the CYP has efficiently, to learn through listening)
- Print readers are able to access information independently by using LVAs through a range of means, rather than relying on enlarged materials
- CYP who learn through tactile means are competent braillists and have advanced tactile skills to access both Braille and tactile graphics
- CYP is able to organise their school work - folders and files (including electronic files), PE kit, food technology items

#### **4.1.2 What we will do to help CYP achieve Category 1 Outcomes**

- Co-ordinate the CYP's support
- Assess functional vision
- Provide low vision training
- Teach specialist skills such as sensory efficiency skills (visual efficiency, auditory learning, tactile learning, advanced tactile skills, organisation)
- Teach Braille
- Teach an organisation system that is appropriate to each CYP

#### **4.1.3 Why we are providing this as part of our service**

To successfully include each CYP within their setting alongside other CYP end ensure that he/she:

- Has a range of skills to call upon, to compensate for not being able to use vision in the same way as other CYP
- Is able to access information independently rather than relying on other people to provide materials in accessible formats. This is important because it makes the CYP more independent and less reliant on other people. It means s/he can work with his/her classmates/friends rather than doing everything with his/her TA and may also find it easier to learn

The CYP we spoke to told us that having a range of skills such as braille and certain types of equipment made them more confident. It also gave them more control because they could choose which strategy to use in a particular situation, and could justify this to their teachers and TAs.

Although they got on well with their TAs and appreciated their help and support, they didn't want everything done for them. Sometimes, having a TA with them (e.g. copying from the board) made it harder for the CYP to learn for themselves.

They told us:

The TA wrote everything from the board onto paper....I'm just sitting there copying what the TA writes. Feel I'm learning nothing – just sitting and copying.

Young person

In classes I would have preferred less support... I would have been a lot more independent... it's hard to tell how much support you need, and every person with VI is different. But if you push someone at a young age to be more independent it will help them in the long run...

Young person

They also told us that having these skills were really important when they left school as they didn't get as much support in college or at university as they had at school.

Knowing how to use Braille and voice-over gave me choice – I could use one or the other.

Young person

The main thing that I'll always be grateful for was being taught how to touch type. Without that my life now would be impossible, I really needed to be able to do that. It wasn't so important at school but once I got to A levels and especially university, I needed to do it every day... Other people can type quickly but they look at the keyboard and I can't do that.

Young person

#### **4.1.4 How we will provide support**

By assessing, planning and devising specific intervention programmes to meet and respond to the individual visual needs of the CYP.

##### **4.1.4.1 Early years and CYP with complex needs**

By providing:

- Programmes of intervention which specifically support the CYP's sensory and visual development enabling the CYP to progress towards reaching their goals/targets
- Appropriate advice and strategies to develop the CYP's play and learning skills using an appropriate range of suitable sensory resources, toys and activities
- Information to the parent/carer in an appropriate format about the roles of other professionals that may be involved with the CYP, how services might be accessed and other useful contacts, including the services available from voluntary organizations

#### 4.1.4.2 School years

By meeting each CYP's individual visual needs and developing the skills that the CYP requires to maximise their independence and enable them to access the environment and their curriculum

By providing:

- Direct and indirect support within the pre-school/foundation, primary and secondary mainstream and special school settings

For example types of support provided might include:

- Monitoring of vision
- Direct support in lessons
- Adaptation of the curriculum
- Individual multi-sensory sessions
- Independent access skills – Braille, touch typing, IT skills etc
- Study skills
- Organisation skills

This provision is facilitated and co-ordinated by a Qualified teacher of children and young people with VI (QTVI) who may do the following (depending on the individual's need)

For example:

- Advise on appropriate curriculum adaptation
- Ensure that any additional difficulties a CYP might have are considered within the planning for the CYP, and that relevant professional advice is sought
- Provide training to school staff on the needs of the CYP
- Provide specific training to subject specific staff on the needs of the CYP
- Provide subject specific direct support in the curriculum areas that are visually difficult to access, e.g. maths and science
- Provide specific subject specialist equipment, e.g. adapted science equipment and maths equipment
- Provide specific teaching of Braille Maths/Science codes
- Provide specific training for PE and Games (accessible sports and activities)

## **4.2 Framework Category 2: Use of equipment**

### **4.2.1 Description of Category 2**

The CYP is able to use a range of equipment efficiently:

- Assistive technology
- Standard equipment with accessibility options
- low vision aids (LVAs)
- Able to choose which equipment to use and when

### **4.2.2 What we will do to help CYP achieve Category 2 Outcomes**

- Teaching of skills in independent use of equipment
- Teaching the CYP how to choose which equipment to use and when

### **4.2.3 Why we are providing this as part of our service**

See the RNIB page on ICT<sup>2</sup> which also explains the ‘why’ for use of equipment:

- Having the right equipment is important because it helps give CYP with VI equality with fully sighted people by providing ways for them to access, record, store and retrieve information
- Being able to use equipment such as assistive technology is even more important for YP with VI when they are in university, or so they can get a job
- The YP told us that they really valued the equipment they used, but it is important that they are told what is available and have a chance to try it out to see what suits them best. Not everyone likes to have a lot of equipment – and some are keener on it than other people - it is important to be able to have a say in choosing what is best for the individual
- It is important that they are trained to use their equipment properly otherwise they don’t benefit from having it. We have talked to a lot of young people with VI who have told us that there were lots of features on their equipment that they didn’t know about or weren’t using properly

The young people told us...

I was always kept on top of new technology that was coming out- in terms of the Braille Note for instance we were introduced to Apex when it came out. Manufacturers came to demonstrate.

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<sup>2</sup> <http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/technology-education>

The best way is to let a student try the technology – trial the different approaches and let them try the different options. If I'd simply been told about the different options I don't know if this would have helped because I wouldn't have tried it.

The Mobility Officer has this box with measuring spoons and things. It would be helpful if schools had special equipment as well, talking measuring jug etc...

I wish the teachers had showed me how to use the equipment, I would have found it easier in exams and lessons. I used a laptop – couldn't use the mouse – but someone from the VI service fixed it for me.

I was very happy when I was given a Dictaphone to record my lectures... training in its use would have been helpful, then I would have known how to transfer my course readings to an audio file and listen to them on this device which would have been very useful. Knowing this would have saved a lot of time and resources as I had a reader whilst I was learning to use JAWS.

#### **4.2.4 How we will provide support**

##### **4.2.4.1 Use of low vision aids**

By:

- Providing recommendations regarding the purpose and use of low vision aids, seeking consent from both parents/carers and CYP to carry out an assessment
- Obtaining a copy of the CYP's refraction details
- Obtaining information pertinent to the CYP's eye condition from relevant professionals
- Attending eye appointments with the CYP/parents/carers, to seek further advice from an Optometrist if required
- Obtaining registration details if CYP is registered as sight impaired/partially sighted or severely sight impaired/blind
- Carrying out a low vision aid assessment/or providing details of a service which can offer this
- Providing/or directing to services which can offer appropriate low vision aids for the CYP
- Liaising with the school and other team colleagues, to discuss and to plan the introduction of LVA's into school, with discussion around their purpose and use within the curriculum
- Providing ongoing training as required, to the CYP, in the use of the low vision aids
- Monitoring the CYP's use of the low vision aids, to ensure they remain appropriate and adjust provision as required

#### **4.2.4.2 Use of assistive technology**

By providing:

- An ongoing assessment , monitoring and review of the CYP's access requirements
- A profile and plan to address how the CYP's assistive technology requirements will be met

This may include:

- Advice/delivery of a specific programme to develop individual motor, auditory and visual skills required to enable CYP/young person's access to technology. E.g. fine motor skills, tactile discrimination skills, listening skills, visual skills
- Advice/delivery of operating and knowledge based skills required to access specific technology that has been recommended, e.g. touch typing, speech access, screen magnification, keyboard shortcuts, iPad skills

### **4.3 Category 3: Independence and negotiation skills**

#### **4.3.1 Description of Category 3**

The CYP is able to:

- Make a case for self if s/he wants something to change
- Explain own support needs
- Contribute to discussions with staff about own needs
- Knows how to approach a task in a particular way

The CYP is able to:

- Choose what to do when things don't go according to plan and have the appropriate strategies /solutions
- Know where to go to find out things
- Explain vision impairment to others

#### **4.3.2 What we will do to help CYP achieve Category 3 Outcomes**

Teaching of age appropriate skills to enable CYP to:

- Self-advocate and negotiate support
- Know a range of strategies which are appropriate for specific tasks/ situations
- Have the strategies/ solutions to use when things don't go according to plan
- Explain their vision impairment to others

We will provide them with the information that they need to go and find things out for themselves and to know what choices are available to them

### 4.3.3 Why we are providing this as part of our service

It is important that CYP learn how to stand up for themselves and explain what sort of support works best for them. That way they are much more likely to benefit from their support. Being able to self-advocate is even more important when YP leave school and go to college or university or start looking for a job.

YP have told us how important it is for them to be consulted about their support, and to be treated as individuals. Talking about their support can help them to think more carefully about their own needs and what are the best ways to meet them.

They have also told us that being able to explain their support needs is even more important when they leave school because then they are on their own.

Negotiating your own support can be difficult though, especially if this involves telling teachers and TAs that the CYP doesn't think they are being supported in the right way. The YP we spoke to valued the tips and guidance their teachers gave them while they were at school, on how to prepare themselves for meetings to discuss their support needs.

Young people told us:

Miss X was very good at helping me to organise what I wanted to say to my teachers - to prepare for meetings with teachers, make sure I had precise questions, how to organise my thoughts.

Even if I did say things, e.g. Asking teachers for resources getting them ready on time, I wouldn't know how to say 'you're not doing a very good job on this...

When I started 6th form I spoke to the support in school and the teacher and said 'This is how... I think it should be. This is what I think I need...' And everyone said 'Okay, we'll do that.' My work ethic changed... The support I got made a massive improvement on my grades... It was hard to adapting to working independently, but I was thinking ahead to the demands that would be on me at university and beyond, where I would have to be independent and no people to be around me and support me...

When I started secondary school my parents, teachers and staff from Sensory Support Services decided that it would be a good idea for my classmates to know about my eyesight condition and why I needed some extra support... It was a very good session where pupils wore simulation glasses that showed them what I could see and they did little tasks whilst wearing them... This really helped me to feel confident when talking about my VI and I felt OK asking for help from my friends, rather than always having to go to a teacher for the little things...

...in terms of socially learning to tell people you were visually impaired, I didn't have any experience of telling anyone this... It's not that I am embarrassed; I just don't know how to do it. So that's definitely something that I would need more practice at and I think it's a common problem that a lot of visually impaired people struggle with, and I don't think it's spoken about much, unfortunately, so I think it needs to be talked about more.

Birmingham University Longitudinal Transitions Research Project<sup>3</sup> Report p229

#### 4.3.4 How we will provide support

By introducing the teaching of age appropriate skills to ensure independent access is maximised.

This may include the following:

- Visual skills – e.g. scanning, tracking and locating skills
- Handwriting skills
- Listening skills
- Assistive technology skills – keyboard shortcuts, speech and screen magnification software, use of PC/laptop/iPad
- Touch typing skills
- Organisational skills
- Study skills
- Braille and tactile access skills

This is done by:

- An assessment of need
- The preparation of an individual plan to meet the independent access requirements of the CYP
  - Implementation of the plan following liaison with the School's Special Needs Co-ordinator to reach an agreement regarding the facilitation of this provision, which includes full consultation with parents and with the CYP
  - By supporting the CYP to develop self-advocacy skills, e.g. recognition of strengths, script writing about the CYP's vision impairment (what can I see,) knowing how to ask for/refuse help

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<sup>3</sup> <http://www.birmingham.ac.uk/research/activity/education/projects/transitions-study.aspx>

## 4.4 Category 4: Participation

### 4.4.1 Description of Category 4

CYP feels socially and emotionally included:

- Can join in activities outside lessons when s/he wants to do so
- Has the social interaction skills that enable him/her to feel confident when mixing with other CYP and to make and keep friends

### 4.4.2 What we will do to help CYP achieve Category 4 Outcomes

Teach social interaction skills

### 4.4.3 Why we are providing this as part of our service

- CYP with VI want the same things as other CYP of the same age – to enjoy the same activities and to have friends.
- Feeling included is important for a CYP's emotional and psychological wellbeing.
- CYP want to feel included in both formal and informal settings; education forms only part of their day and they would like to be involved in additional activities.
- Having the skills to interact with others, and the strategies for dealing with other people's negative attitudes, play an important part in helping a CYP with VI to be fully included.
- Being able to participate, or having the confidence to participate, is often dependent on other factors such as whether the activity is accessible, receiving mobility training to get to/from key locations, feeling confident when meeting new people and being prepared to take the plunge

I had a couple of incidents where we were put into small seminar groups, and my group have either just ignored me, not acknowledged me, or just been really patronising. And then I have got either annoyed or upset... I think the initial thing was people just didn't know how to approach me... It got better once I put myself forward a bit, once I participated in seminars, and I... showed them I knew what I was talking about.

Birmingham University Longitudinal Transitions Research Project<sup>4</sup> Report p230

...I think it's also that people are a bit afraid... they are afraid of making faux pas... I always define my friends as people who I was happy to insult, or happy to insult me!

*ibid*

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<sup>4</sup> <http://www.birmingham.ac.uk/research/activity/education/projects/transitions-study.aspx>

I felt more included at university than during sixth form as when I was in sixth form I didn't have the confidence to go and meet friends in unfamiliar places... At university, I lived on campus and during my first couple of weeks my support workers accompanied me to a number of key locations so that I would know where to go... I knew how to get to the student union to meet my friends and joining societies was a great way to meet more people...

#### **4.4.4 How we will provide support**

Providing structured opportunities for the CYP to consider the social situations they encounter and to reflect upon their experiences and what they would like to find easier, e.g. by using the Easy-Easier Posting Box as a starting point to support the CYP to consider how they feel about their social experiences.

Providing an appropriate plan to meet the CYP's needs which includes clear aims such as:

- To make social initiations
- To use appropriate social etiquette
- To interpret social situations and how to respond appropriately
- To develop self-confidence and recognise success during social interactions

By providing a social and emotional wellbeing plan which includes clear strategies about how the CYP social competencies will be supported, e.g. opportunity to role play and practice interactions in social situations, e.g. joining a group, entering, maintaining, reciprocating and leaving a conversation.

##### **Emotional wellbeing**

By including the CYP in:

- The development of their social and emotional wellbeing plan
- Activities which help them to recognise and develop strengths and resilience

## **4.5 Category 5: Meeting others**

### **4.5.1 Description of Category 5**

CYP has opportunities to meet with other CYP with VI.

Has experienced a range of recreational and leisure activities and has the skills to participate in the activities that are of interest to the CYP

### **4.5.2 What we will do to help CYP achieve Category 5 Outcomes**

Providing opportunities for CYP to:

- Meet with other CYP with VI
- Experience a range of recreational and leisure skills (mainstream and specialist)

Teaching the skills needed to participate in specific leisure activities

### **4.5.3 Why we are providing this as part of our service**

While a CYP with VI may have lots of fully sighted friends, it can sometimes be rather lonely being the only blind or partially sighted CYP in a school. This is where having a peer group of other CYP with VI comes in – the chance to share experiences as well as tips and strategies.

While CYP with VI are interested in the same range of leisure activities as other CYP, they don't always get the chance to try them out. Often it is possible to make mainstream sports more accessible, but many CYP with VI also benefit from the chance to try out specialist sports such as goal ball, blind cricket or football, which gives them an opportunity to socialise with other CYP and young people with VI.

Participation in extra-curricular activities can also be beneficial for CYP and young people with VI to develop the necessary social skills that will be crucial in later life, with one of these being able to work as part of a team. Sport and clubs are a great way to achieve this

The YP we spoke to told us that they thought that belonging to a forum of YP with VI would be a good idea because:

- CYP could have debates with other CYP with VI about their support
- CYP still at school could benefit from talking to older students about their experiences and help them to think ahead
- A good way to meet other CYP with VI
- Sharing information about equipment and resources

Older YP have explained how social media is a good way to keep in contact with or meet new friends. People have set up VI-specific pages on social media whereby other young people with VI can comment and share information, leading to a sense of community on a platform which is accessible and provides a means of VI's being able to receive support and advice.

It is very easy to feel alone, especially if you are the only one with VI – a forum would be great.

It would be good to talk to other people...

At University, I asked my disability advisor if there were other VI's studying at the University and she arranged for me to meet an older student... as well as becoming friends, it was fantastic to get advice from the student as she was in her final year and she told me about support which she's found useful... it was almost like peer to peer support and I'd recommend it to other VI's at University...

#### **4.5.4 How we will provide support**

By providing:

- Parent workshops/Parent groups/Parent and toddler groups/social activities for CYP within the LA
- Information provided to CYP about local/regional/national events for CYP with VI, e.g. youth clubs, sports and social activities, and holidays provided by local and national voluntary organisations
- Links to older YP with VI who may act as mentors
- Structured sessions to prepare and teach the CYP the skills necessary to participate in the activities e.g. organisation of appropriate clothes for different occasions, packing, making travel arrangements, practicing possible social interactions (scripting and conversation skills, joining a group, maintaining the conversation).

## 4.6 Category 6: Getting around

### 4.6.1 Description of Category 6

CYP has a level of independent mobility skills appropriate to his/her age so that:

- S/he is able to get around familiar environments by him/herself
- Is confident in travelling alone
- Able to meet others outside of home

Knows how to get help if stuck

### 4.6.2 What we will do to help CYP achieve Category 6 Outcomes

Providing specialist mobility training from as early an age as possible

### 4.6.3 Why we are providing this as part of our service

Being able to get around and travel as independently as possible is essential for YP to make the transition from school to college, university, employment and independent adulthood.

Without these skills they are at risk of being socially isolated.

Starting at an early age is important because – as with the everyday living skills – they then become second nature. It is much harder to start learning mobility and orientation at a later age.

The YP we spoke to told us they wished they'd taken their mobility training more seriously when they were at school because they realised how important it was when they went to university and were on their own, with nobody to help them. They also talked about using the symbol cane, and how they rejected it when at school but later realised the benefits.

Mobility training can include learning about the different ways of getting information that will help the CYP to get around by him/herself.

The only issue was that I got mobility training quite late so didn't get much out of it. Although when I did have it, I did get a lot. Most other CYP had it from primary school onwards. I don't know why I didn't get it earlier... I just wish I'd had it sooner. I would have felt more comfortable travelling independently; I'm still a bit on edge, though it's getting better.

It would be good to talk to other people [with VI]. I thought canes were for people worse than me – if I'd known it would be good.

I had mobility training both at primary and secondary school... they taught me how to use a long cane...I just didn't like it as it made me feel different so I relied on my friend and family... when I was 10, I was put forward to get a guide dog and really prefer having a dog to a cane as people aren't as scared to talk to you and you feel more included.

#### **4.6.4 How we will provide support**

By providing:

Mobility programmes that are age appropriate and are devised to meet the individual needs of each CYP or young person, to maximise their independent mobility and orientation skills.

Mobility programmes are devised in consultation with the CYP or young person, their parents/carers, and any other relevant professionals that are involved in their support.

The programme may include an initial environmental audit of home or school, or any other environment frequented by the CYP, with development of white cane skills, bus/train travel, road crossing and routes to and from school, routes around school, safe play or access to the local environment, shopping skills, daily living skills.

Alongside this work, the mobility/habilitation Officer provides support to the parents, in helping them to enable their CYP to develop independent mobility and living skills.

#### **4.7 Category 7: Looking after him/herself**

##### **4.7.1 Description of Category 7**

CYP has the skills to look after him/herself and to carry out everyday living activities that are appropriate for his/her age.

##### **4.7.2 What we will do to help CYP achieve Category 6 Outcomes**

Habilitation training to provide independent, everyday living skills.

##### **4.7.3 Why we are providing this as part of our service**

This is partly about the CYP being able to do the same things as his/her friends and not relying on other people such as their parents to do them for the CYP - being able to manage independently when s/he leaves school and goes to college or university – especially if living away from home.

Although it may seem a long way ahead for some people, if the CYP wants to live independently as an adult it's important that s/he learns the skills that s/he will need while still at school.

The YP we spoke to had learnt their life skills when they were in Year 12 or 13. They told us that they wished they had been taught earlier. They thought everyday living skills should be taught from primary school – that way they become second nature. If left until secondary school they can be harder to learn as new skills and it is harder to find the time because there is more work at secondary level and much more emphasis on the academic curriculum.

I should have been introduced earlier to life skills – I wish I'd had these earlier, in primary school...

I always wanted to learn how to cook but didn't know how to. My mum wanted me to but didn't know how to teach me and also likes to do things her own way...

Now this is a problem, I don't know how to cook, being honest, and I don't do much housework because I can't see it, so...

I hope to in the end, after university, I will get a place of my own. Until then I am still hoping to learn independence skills, in between now and then. Particularly this year... things like cooking, probably the main one.

Yeah, I can cook and clean. I have got a couple of aids... a level indicator, to save measuring something out... I also have got a boil alert... stick it in the saucepan and that will let you know when it has boiled. But yeah, otherwise I think I can just about manage. Oh yeah, I do use my magnifiers for the washing machine and the dryer. I also attempt hovering. I think I do a good job, anyway...

#### **4.7.4 How we will provide support**

By providing:

- An opportunity for the CYP to consider their independent living skills using a self-reflection/informal conversation tool e.g. Easy-Easier Posting Box
- Individual programmes to address the independent living skills of CYP requiring this support, e.g. teaching specific strategies to facilitate independent access to the home, school or wider environment. This may include shopping, doing the laundry, cooking, looking after personal finances, personal hygiene, shaving and applying makeup, hair care, looking after clothes, dressing appropriately for different occasions
- Information on welfare benefits, bus travel concessions, advice and provision of aids and equipment to improve accessibility at home and in their access to school/setting

## **4.8 Category 8: Life after school**

### **4.8.1 Description of Category 8**

YP approaching transition know what support is available to enable them to succeed at college, university and employment, and how to apply for it.

### **4.8.2 What we will do to help CYP achieve Category 8 Outcomes**

Support the YP at transition to ensure that the setting they are going to understands their needs and is prepared for meeting them.

Provide additional support such as careers education and transitions workshops

### **4.8.3 Why we are providing this as part of our service**

It is important for the YP to plan ahead and have the right information to make informed choices.

We know from research evidence that YP who don't have the right information and guidance, and don't plan ahead:

- Are often not properly supported in college or at university, which makes it more likely that they will drop out
- Can get stuck in the education system – 'churning' staying on courses at the same level or repeating courses
- Are at greater risk of becoming NEET

#### **4.8.4 How we will provide support**

By working in collaboration with the YP, his/her parents, and relevant professionals involved with the YP at their current placement and with the school/college s/he is moving onto.

By providing:

- An overview of the type and amount of support the YP may require at their next setting.
- Provision of a transition action plan, outlining what needs to happen to ensure all relevant steps are taken and preparations are carried out, to assist a smooth transition.

##### **Transition plan**

The transition action plan may include the following:

- Environmental audit and recommendations
- Accompanying YP on visits to settings
- Mobility programme, outlining training required to enable the YP to access the college environment and to travel to and from college independently
- Meetings with Learning Support Dept /Co-ordinator to discuss needs of the YP
- Meeting with pastoral staff to discuss the social and emotional needs of the YP
- Meetings with specific subject curriculum leaders to discuss access
- Training for staff regarding the needs of the YP
- Teaching of specific unique curriculum skills by the Service to ensure the YP has the necessary independent living skills access techniques and travel skills in place prior to making the transition
- Maintain contact with the family to offer support and reassurance, regarding the progress of the transition process
- Provide support at career guidance meetings and events

Provide information and links on Social Care Services, the Access to Work scheme, financial support for students, Personal Independence Payment, Disabled Students Allowance.

## 5. References

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